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ABSTRACT

The purpose of this research project was to develop clearer definitions of the categories of the Nonverbal Category System, an instrument developed in conjunction with an earlier study of nonverbal behavior of young children as it relates to decision making. A second purpose was to establish whether the instrument could be employed in studying nonverbal behavior of a variety of age groups in various settings. The behaviors of students and teachers from nursery school through secondary education levels were observed for 15- to 20-minute periods by trained graduate students. Results are given in these terms: (1) average number of nonverbal behaviors per pupil observation and teacher observation, (2) categories into which most pupil and teacher behaviors could be placed, (3) ranking of categories according to number of behaviors, (4) comparison of teacher nonverbal behaviors, (5) comparison of pupil nonverbal behaviors, and (6) comparisons among categories. Six appendixes detail some nonverbal illustrative behaviors, list and compare percentages of behaviors in each category, and present a framework for developing a nonverbal component for teacher education programs. (SDH)

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A CATEGORY SYSTEM TO DESCRIBE THE NONVERBAL BEHAVIOR OF TEACHERS AND STUDENTS: AN INTERIM REPORT

This report is one of a series of occasional papers describing studies conducted in the Center for Young Children, a knowledge producing unit of the University of Maryland. The Center, which includes four classrooms, each with observation booths, is attempting to delineate new knowledge on process skills such as communicating, valuing, involvement, decision making and knowing.

Characteristic of the studies conducted in the Center is the utilization of naturalistic research techniques. In other words, methodologies which describe what is happening in the classroom setting are frequently critical to gaining knowledge on the topic under investigation.

Another characteristic of the studies is that researchers are encouraged to build cumulative knowledge on a topic. Thus, for example, a number of studies have been conducted in the Center on such topics as decision making and communication--both verbal and nonverbal.

A third characteristic is that studies are cooperatively developed. A common mode of proceeding in knowledge production is to team an advanced graduate student with a professor. These persons work with groups of graduate students on the problem under investigation.

The development of the Category System described in these projects represents the combined efforts of a number of persons on a significant topic. Under the leadership of Jessie Roderick, Principal Investigator, this year's research teams have attempted to refine an instrument designed

to describe nonverbal behavior. The task has not been easy, but credit is due Professor Roderick and the many graduate students who have worked with her for their efforts which should results in a major contribution to curriculum development and teacher education.

Louise M. Berman
Professor and Director
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PREFACE

The need for more knowledge about what happens when people attempt to communicate with each other prompts closer examination of all facets of interpersonal communication. This is particularly true of classroom situations where changes in the ways persons work together, knowledge is organized, and space is utilized have created a variety of situations requiring many different kinds of personal interaction.

One aspect of classroom communication that merits further study is nonverbal behavior. The major thrust of this project was to refine the Nonverbal Category System developed earlier in the Center for Young Children and to determine whether it might be utilized with populations beyond the one from which it was originally developed. It is our hope that the instrument resulting from this project will be further refined as it is employed in future investigations.

Much credit and appreciation are due Jacki Vawter, Associate Investigator, for her willingness to assume major responsibility in carrying out the project design and for writing this interim report. Her skill in organizing materials and procedures employed in the study was valued highly by all who worked with her.

The study described in the following pages could not have been conducted without the work and support of the graduate students whose contributions included collecting data, analyzing it, and exploring the implications of the data for education. We are deeply grateful to them for giving so generously of their time and skills.

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Introduction

Two major research emphases in the Center for Young Children at the University of Maryland have been communication and decision making. In the 1970-71 school year, researchers in the Center developed and utilized a Pupil Nonverbal Category System in conjunction with a study of the nonverbal behavior of young children as it relates to their decision making. Those interested in this study and the origin of the Nonverbal Category System are referred to a Center for Young Children publication, Monograph 5.[1]

The subjects for the above study consisted of a sample of three through five year-olds in the Center. Consequently, the findings for the Nonverbal Category System were based on a limited population. An examination of the nonverbal behavior of a broader population was necessary if the instrument were to be utilized with populations beyond the Center for Young Children. The task of the 1971-72 school year was the expansion of base line data for the Nonverbal Category System and the subsequent refining of the instrument. The purpose of this research project was to develop clearer definitions of the categories and to establish whether the instrument could be employed in studying nonverbal behavior of a variety of age groups in various settings.

Teachers and pupils from the nursery level through the secondary level in Head Start, Title I, city and suburban classes were observed by graduate students from the College of Education, University of Maryland. The nonverbal

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[1] Jessie A. Roderick, Principal Investigator, Nonverbal Behavior of Young Children as It Relates to Their Decision Making: A Report of Research Findings, Monograph 5 (College Park, Maryland: Center for Young Children, University of Maryland, 1971).

behaviors observed were then grouped according to the categories of the Nonverbal Category System.

The purpose of the research project on the Nonverbal Category System during the spring semester was to examine critically the data on many age groups and teachers and explore the implications of the Nonverbal Category System in terms of its use for curriculum planning and for teacher education. Brainstorming sessions were organized for the task. Again, graduate students from the College of Education participated in the study. One of the purposes of the brainstorming sessions was to identify similarities and differences in nonverbal behavior of different age groups and of teachers at different levels.

The Nonverbal Category System used in the 1971-72 study was a second revised edition of the original Pupil Nonverbal Category System. The R^2 form consists of twelve categories, their definitions, and illustrative behaviors. One outcome of the research project described in this paper consists of revisions of the R^2 form. These revisions occur as changes in category descriptions, and the addition of teacher illustrative behaviors. Incorporation of these revisions in the R^2 form would result in an R^3 form. The R^2 form and accompanying revisions are found in Appendix A.

Procedures

Collection of Data

The procedures used in collecting additional data on the Nonverbal Category System began with a training session for the graduate students. A brief overview of the categories and illustrative behaviors was followed by a simulated exercise in which students used the Category System to identify and categorize behavior from an observation of nonverbal behaviors written in diary fashion. The nonverbal behaviors, identified in this manner, were placed in the appropriate category on the instrument work

sheet. After the orientation, students were asked to observe a teaching situation and to record in diary fashion as many nonverbal behaviors as possible. Each observation period was to be from 15 to 20 minutes.

Observers made many of their own arrangements to visit classrooms. An observer could either select one student or many students to record observable nonverbal behaviors. The major purpose of the observations was to record as many nonverbal behaviors as possible. The data collected in this manner were added to data collected in early summer of 1971.

Teacher subjects of the observations were male and female. Their ages ranged from the 20's to the 60's, and they taught a variety of subjects in grade levels from nursery through secondary. Pupil subjects were male and female whose ages ranged from 4 to 17. They were observed in classroom settings as they engaged in a variety of activities. These subjects were found in school settings such as Head Start, the Center for Young Children, Title I suburban elementary schools, and both city and suburban area elementary and secondary schools in metropolitan Washington, D.C.

Brainstorming

Graduate students who participated in the brainstorming task for the second semester were oriented to the Category System in a training session. Participants were required to make one pupil and one teacher observation in the Center for Young Children. These procedures prepared the group for analyzing the data collected and for deriving implications from it.

Charts were prepared for the brainstorming session to facilitate the analysis of data and identification of similarities and differences within the data. One chart expressed in percentages the total observed behaviors in all categories for pupils and teachers at all levels. This chart

provided the following type of information: 3.2 percent of all elementary teacher nonverbal behavior observed was Seeking Behavior. Another chart listed illustrative behavior for teachers and for pupils at all levels for each category. An illustrative behavior is defined as a behavior that occurs three or more times. The charts described above are found in Appendices B, C, and D.

During a three-week period, six graduate students participated in five brainstorming sessions, each lasting from two to three hours. Invitations to join any or all of the sessions were sent to the graduate students who had participated in the data collection the previous semester. Students were required to review the literature and research on nonverbal behavior while simultaneously participating in the brainstorming sessions. The first two sessions were devoted to analysis of data. The remaining sessions involved looking at the implications of using the Nonverbal Category System for curriculum planning and for teacher education. Each participant wrote a brief report of the brainstorming sessions at their conclusion.

Findings

The average number of nonverbal behaviors observed per pupil observation was 50.5; for teacher observation, 40.6. The categories into which the majority of both pupil and teacher nonverbal behaviors could be placed were Feeling Expression and Task Oriented. The ranking of categories according to the number of behaviors observed for each category for both pupils and teachers is as follows:

Pupils	Teachers
Feeling Expression	Feeling Expression
Task Oriented	Task Oriented
Focusing Behavior	Focusing Behavior

Pupils	Teachers
Seeking Behavior	Responsive Positive
Responsive Positive	Seeking Behavior
Habitual	Movement Toward People
Initiating Positive	Initiating Positive
Responsive Negative	Habitual
Movement Toward People	Withdraw
Initiating Negative	Pause
Withdraw	Responsive Negative
Pause	Initiating Negative

Comparisons of Teacher Nonverbal Behavior

With regard to differences and similarities observed in teachers' nonverbal behavior, elementary and secondary teachers exhibit a similar amount of Feeling Expression Behavior. This amount is twice that which nursery-kindergarten teachers exhibit. Elementary and secondary teachers also exhibit a similar amount of Task Oriented behavior, but nursery-kindergarten teachers exhibit a much larger percentage of this behavior.

The percentage of Seeking Behavior among teachers increases from nursery-kindergarten to secondary. The reverse trend is true for the Initiating Behavior, Positive and Withdraw Categories. Nursery-kindergarten and elementary teachers exhibit more Initiating Positive and Withdraw Behavior than do secondary teachers.

Nursery-kindergarten teachers exhibit the highest percentage of nonverbal behavior in six of the twelve categories. These categories are Habitual, Task Oriented, Withdraw, Movement Toward People, Initiating Positive, and Responsive Positive. Elementary teachers exhibit the highest percentage of nonverbal behavior -- Pause, Initiating Negative, and Responsive Negative, and secondary teachers exhibit the highest percentage in Feeling Expression, Seeking Behavior, and Focusing Behavior.

When teacher illustrative behaviors in the three student age levels

are compared, the greatest differences occur in the Feeling Expression category. An example of this is found in the observed tendency of nursery-kindergarten and elementary teachers to lean towards or bend over a pupil, whereas the secondary teachers were observed to lean on objects such as a desk or wall. More mechanical personal acts, a component of the Feeling Expression category, were observed in elementary and secondary teacher behavior.

Comparisons of Pupil Nonverbal Behavior

An examination of pupil behavior in the Feeling Expression and Task Oriented categories reveals a pattern similar to teacher behavior in these categories. Elementary and secondary pupils exhibit a larger percentage of Feeling Expression Behavior than nursery-kindergarten pupils, but nursery-kindergarten pupils exhibit more Task Oriented Behavior than elementary and secondary pupils.

As observed in this study, secondary pupils exhibit substantially less Withdraw and Initiating Negative Behavior than their nursery-kindergarten and elementary counterparts. Secondary pupils exhibit the highest percentage of nonverbal behavior in three categories--Feeling Expression, Focusing Behavior, and Responsive Positive.

In the Task Oriented category, pupil nonverbal behaviors vary from manipulating materials and dealing with objects on the lowest grade levels to the specific activities of writing and reading on the highest grade level. Other pupil nonverbal illustrative behaviors reveal a general similarity among the kinds of nonverbal behavior observed in the three student age levels.

No discernable pattern exists among the nonverbal behavior of nursery-

kindergarten, elementary, and secondary pupils. Elementary pupils' nonverbal behavior appears to either differ largely or not at all from nursery-kindergarten or secondary pupils. It cannot be said that any category of pupil nonverbal behavior increases or decreases in frequency through the grade levels.

Comparisons Among Categories

The percentage of nonverbal behavior observed in each category for teachers and pupils at all levels is reported in Appendix E. Comment on the findings based upon the percentages as given in Appendix E will be given for each category. In addition, some comment will be made on the illustrative behavior and rank order of the category. Category rankings are on page 4.

Habitual. Teachers at the nursery-kindergarten level exhibit the majority of teacher Habitual Behavior. Pupils at the elementary level exhibit the majority of pupil Habitual Behavior. Habitual Behaviors occur more frequently with pupils than with teachers.

Feeling Expression. The nonverbal behavior occurring most often is the Feeling Expression Behavior. One-third of all pupil nonverbal behavior observed in this study was categorized as Feeling Expression. Elementary teachers and pupils exhibit more Feeling Expression Behavior than do their counterparts at the nursery-kindergarten and secondary levels. The kinds of Feeling Expression Behavior differ somewhat for teacher and pupil in the various grade levels. Facial expressions and overt expressions accompanying body movement are observed in young children, whereas mechanical personal acts are observed more often in older children. (Observed differences in the kinds of teacher Feeling Expression were reported earlier in the paper.)

Seeking Behavior. In general, pupils exhibit more Seeking Behavior than do teachers, and secondary teachers exhibit more than nursery-kindergarten teachers. Nursery-kindergarten pupils exhibit the majority of pupil Seeking Behaviors.

Focusing Behavior. Following Feeling Expression and Task Oriented, Focusing Behavior is the most frequently observed nonverbal behavior for teachers and pupils. Elementary teachers display the most teacher Focusing Behavior, and nursery-kindergarten pupils display the most pupil Focusing Behavior. The major type of Focusing Behavior for both teachers and pupils is watching or observing pupils.

Pause. Of all nonverbal behavior, pupils exhibit Pause Behavior the least. Elementary teachers and elementary pupils each exhibit the largest amount of Pause Behavior.

Task Oriented. Nursery-kindergarten teachers and pupils display the largest number of Task Oriented Behaviors. Secondary teachers and elementary pupils display the least. Differences occur in the types of Task Oriented Behavior for pupils in the three age levels. As was cited earlier in the findings, young children engage in manipulation of various materials in the classroom setting and older children engage in the specific tasks of reading and writing.

Withdraw. Teachers exhibit more Withdraw Behavior than pupils. Teachers tend to withdraw from a pupil or a group of pupils, and pupils withdraw or move away from an activity. Withdraw Behavior is minimal on the secondary level for teachers and pupils. Elementary teachers and pupils exhibit more teacher and pupil Withdraw Behavior than other groups.

Movement Toward People. Nursery-kindergarten teachers exhibit twice the amount of Movement Toward People Behavior as secondary teachers. Elementary pupils display the most pupil Movement Toward People Behavior. The behavior is minimal with secondary pupils. Teachers display more Movement Toward People Behavior than pupils.

Initiating Positive. Secondary teachers and pupils display the least amount of Initiating Positive Behavior. Nursery-kindergarten teachers and elementary pupils exhibit more teacher and pupil Initiating Positive Behavior than other groups. This behavior is ranked seventh of twelve behaviors for both teachers and pupils.

Initiating Negative. Nursery-kindergarten teachers observed in this study exhibit no Initiating Negative Behavior, but all teachers as a group display less Initiating Negative Behavior than pupils. Elementary teachers exhibit the majority of teacher Initiating Negative Behavior and elementary pupils the majority of pupil Initiating Negative Behavior.

Responsive Positive. Responsive Positive Behavior for teachers and pupils is among the top five nonverbal behaviors observed. Elementary teachers and pupils exhibit more teacher and pupil Responsive Positive Behavior than do other groups.

Responsive Negative. Responsive Negative Behavior is minimal for teachers and pupils at the nursery-kindergarten level. Pupils display more Responsive Negative Behavior than teachers. Elementary teachers and pupils each exhibit the largest amount of Responsive Negative Behavior.

Implications

Implications are discussed in terms of using the Nonverbal Category System in curriculum planning and teacher education. These implications resulted from the brainstorming sessions.

Curriculum Planning

Nonverbal Behavior has a place in any curriculum concerned with communication in the classroom. As the findings of the study indicate, pupils at all grade levels engage frequently in focusing their behavior on one another. The occurrence of much pupil interaction and pupil nonverbal communication suggests that perhaps the curriculum should take into account the value of peer learning.

The frequency with which the Feeling Expression nonverbal behavior occurs in the classroom might indicate a fundamental behavior. Feeling Expression can be observed simultaneously with other nonverbal behavior. Although a complex behavior and in need of definitive sub-categories, Feeling Expression Behavior points up the importance and uniqueness of the individual. Curriculum planners' regard for the individual could take on renewed emphasis when the findings of this study are considered.

Differences exist in the kind of Feeling Expression Behavior for lower and upper grade level pupils. A secondary pupil will push hair from his eyes, but an elementary pupil will shake hair out of his eyes. Consequently, observation of specific pupil nonverbal behavior might point out the care that secondary students characteristically give to appearance.

The investigation raises the question of whether a teacher's nonverbal behavior is largely determined by the nature of the content and/or grade level he teachers. As an example, in this study nursery-kindergarten teachers exhibited minimal Seeking Behavior when compared to secondary teachers. Based on the data, the nursery-kindergarten teachers observed in the study did not appear to be seeking approval, praise, recognition, response, or compliance. Perhaps teacher nonverbal behavior at the lower grade levels does not lend itself to the Seeking Behavior category as defined

by the Nonverbal Category System, or the nursery-kindergarten program may be such that it does not encourage or call forth this kind of behavior. The nursery-kindergarten teacher may view her role as someone from whom others seek help, approval, or praise.

Observing the differences in nonverbal behavior between teachers and pupils leads one to conclude that groups of people vary according to nonverbal behavior. Group differences in nonverbal behavior among cultures or within cultures may be analogous to dialects in verbal behavior. Nonverbal behavior may likewise be unique for individuals. Curriculum planners need to be aware of differences or patterns of nonverbal behavior in groups and in individuals in order to design the classroom environment for optimum learning. This awareness level is also desired in teachers.

Teacher Education

Perhaps the major use of the Nonverbal Category System is to help make teachers aware of their own and their pupils' nonverbal behavior. A teacher education program should sensitize prospective and experienced teachers to nonverbal behavior. A teacher's awareness of nonverbal behavior would facilitate pupils' learning and the development of positive teacher-pupil interaction. In addition, a teacher observing himself on videotape would be able to determine if his nonverbal behavior was congruent with his expectations and with his verbal behavior.

The participants of the brainstorming sessions focused much of their attention on the Nonverbal Category System and its implications for teacher education. They concentrated on how pre-service and in-service teachers might become aware of and sensitive to nonverbal behavior. An organizational plan was developed for teacher education programs. Its comprehensive steps

range from rationale through implementation to follow-through and program evaluation. The plan might be incorporated into existing programs or be established as a program with either short-term or long-term capabilities. The plan emphasized input from teachers and application of nonverbal behavior knowledge in classrooms. The purpose of the plan is to facilitate the development of teacher awareness for nonverbal behavior through the Nonverbal Category System. The outline of the organizational plan is found in Appendix F.

Summary and Discussion

The research project on the Nonverbal Category System developed from an attempt to refine an instrument. Primary revision of the Category System was concerned with the inclusion of teacher nonverbal behavior. It was found, for example, that teachers observed in the study did not exhibit many Responsive Negative or Initiating Negative Behavior. Participants in the brainstorming session suggested that the above categories may have definitions which place more emphasis on bodily contact than is necessary. There may be more subtle teacher Initiating Negative and Responsive Negative Behavior taking place. Consequently, adjustments need to be made to some category definitions as a result of expanding the use of the Nonverbal Category System to teachers. In addition, as a result of this study, teacher illustrative behaviors will be incorporated in the Category System.

Limitations of the study included the lack of stringent controls for the observers. Training in the use of the Category System differed slightly between those observers who collected data in the summer and in the fall. Discussion of the frequency with which boy pupils were observed over girl pupils resulting in an examination of the belief that boys are more active.

The original study from which the Nonverbal Category System grew, examined sex differences and pupil nonverbal behavior. The study reported here did not attempt to examine sex differences for either pupil or teacher. Future studies may dispell or support the belief that boys are more active in terms of nonverbal behavior.

The research project on the Nonverbal Category System suggest many future directions. The study did not intend to observe sequential nonverbal behavior, but a correlation was noticed in the total behaviors observed between teacher Initiating Positive Behavior and pupil Responsive Behavior. Whether an Initiating Positive Behavior calls forth a Responsive Positive Behavior cannot be determined, but a future study might examine sequential nonverbal behavior in teacher-pupil classroom interaction.

According to the data, Feeling Expression and Task Oriented Behavior are the dominant nonverbal behaviors. On this basis, one might expect that these behaviors would be the largest dimensions of a learning environment. A future study might closely examine the specific components of Feeling Expression and Task Oriented Behavior.

Another direction of future activities with the Nonverbal Category System might be the implementation of the teacher education plan as cited earlier in this paper. As the study of nonverbal behavior in teacher education programs becomes a major concern, it is hoped that the framework for such a study as suggested by participants in this research project will be useful.

APPENDICES

APPENDIX A

THE NONVERBAL CATEGORY SYSTEM (R^2 FORM) AND RECOMMENDED CHANGES

Nonverbal Category System R^2

Category Description	Illustrative Behaviors	Description Changes	Illustrative Behaviors-Teacher
Habitual Perfunctory acts performed automatically	Hang up coat, take seat, wash hands, throw away milk cartons	Add: Involves inanimate objects	Takes seat, takes roll, pushes chair in, opens door, throws paper towel away
Feeling Expression Mechanical personal acts	Mouth open, shake hair out of eyes, hands behind back, pull at own clothing, shrug shoulders		Leans toward or bends over, leans on object, hands in pocket (plus same behaviors listed for pupil illustrative behaviors)
Facial expression of feeling	Make a face, (wink), grin, (blush, worried glance)		
Expression of emphasis	Bite lip, frown, grit teeth, smile, folding arms, striking surface with hand, shaking finger, fist, or arm		
Communicating with self	Sing, hum		
Overt expression accompanying body movement	Skip, run quickly, drag feet		

Appendix A, continued

Category Description	Illustrative Behaviors	Description Changes	Illustrative Behaviors-Teacher
Seeking Behavior Seeking approval, praise, help, recognition, permission, alternatives, ideas, response	Look around at people and/or situation, move from one object, place, person to another in quick succession, look to teacher or children, tug on clothes of other person	Add: Seeking compliance	Motions with finger to approach, gestures for silence, raises hand, moves around room, looks around room
Focusing Behavior Observes, watches closely, listens. Note: Behaviors of observable involvement with and/or manipulation of materials, etc. are not included in this category.	Observe animal, look at teacher or child perform or giving directions, listen to story	Focusing behavior with intent.	Watches pupil(s), looks at object, watches an activity, listens
Pause Pause in course of action, retreat within a situation such as putting head down. Note: This is not total bodily withdrawal from one situation to another.	Stop in process of doing something, vacant look, stare, blank expression, day dreaming, putting head down		Looks at clock
Task Oriented Approaching and/or working at task and/or materials	Approach toy or equipment, manipulate materials, objects, play game, demonstrate skill or use, point out objects, return to task		Manipulates materials, picks up object, holds up or points out an object, writes

Appendix A, continued

Category Description	Illustrative Behaviors	Description Changes	Illustrative Behaviors - Teacher
Withdraw Remove self from situation, task or activity involving people and/or equipment. Note: To withdraw or remove self from activity implies movement of the total person from a place or situation (body).	Move away from (leave) toys, activity, materials, equipment		Leaves pupil(s), leaves an activity
Movement Toward People Movement toward person or persons--to direct, initiate, join, aid. Note: Movement implies travel of the total body across an area or space.	Walk to person or persons		Approaches pupil, group or activity
Initiating Behavior-positive Bodily contact and/or gesture in which child reaches out to show affection, to be friendly, to show interest in, to praise. Note: Facial expressions are not included in this category.	Pat on back, tap on arm or shoulders, hug, offers toy, object, or materials to other child or teacher		Pats or touches pupil, puts arm around pupil, hands object to pupil, helps pupil
Initiating Behavior-negative Bodily contact and/or gesture in which child strikes out at another child or teacher for no apparent reason. Reaches for or grabs object from other person. Note: Facial expressions are not included in this category.	Hit, push, kick, bite, pull hair, slap, spit at, snatch, tug, pull toy or materials away from child or teacher	Bodily contact and/or gesture in which person strikes out at, ridicules or shames another for no apparent reason. . .	Takes object from pupil

Appendix A, continued

Category Description	Illustrative Behaviors	Description Changes	Illustrative Behaviors-Teacher
Responsive Behavior-positive Positive response to directions, questions, commands, suggestions, invitations, gestures, total environment or situation.	Share materials, perform activity, discontinue action, shake head "yes", gesture with hands "I don't know"		Points to pupil (as in calling on pupil with raised hand), nods approval, accepts object, follows pupil to object at pupil's request
To emotional expressions (crying, shouting)	Extend hand, self in help; walk over to, put arm around		
To deliberate acts (putting arm around, giving toy)	Accept toy, accept affection, snuggle up to		
Note: Facial expressions are not included in this category.			
Responsive Behavior-negative Negative response to directions, questions, commands, suggestions, invitations, gestures, total environment or situation.	Bodily contact, continue action, turn away		
To emotional expression (crying, shouting)	Ignore, turn away, laugh at, point at		
To deliberate acts	Cry, attack, clutch at toy and/or material		
Note: Facial expressions are not included in this category.			

APPENDIX B

PERCENTAGE OF TOTAL TEACHER AND PUPIL NONVERBAL BEHAVIORS OBSERVED IN EACH CATEGORY

Categories	Percentage of Teacher Behaviors Observed at Each Level			Percentage of Pupil Behaviors Observed at Each Level		
	Nursery-Kindergarten	Elementary	Secondary	Nursery-Kindergarten	Elementary	Secondary
Habitual	5.3	2.5	2.8	4.9	4.6	3.7
Feeling Expression	17.2	34.7	35.8	24.3	35.6	38.1
Seeking Behavior	1.7	3.2	15.4	12.1	5.9	9.1
Focusing Behavior	5.6	6.7	8.6	11.3	5.9	12.0
Pause	0.2	2.8	0.7	1.5	4.8	2.8
Task Oriented	38.2	22.5	23.2	31.7	17.2	21.9
Withdraw	5.9	4.6	0.9	4.2	3.1	0.9
Movement Toward People	8.8	6.3	4.2	2.6	2.6	1.6
Initiating Positive	8.6	5.7	1.2	1.6	3.0	1.6
Initiating Negative	0.0	0.7	0.1	2.1	6.0	0.3
Responsive Positive	8.1	7.1	5.5	2.3	5.4	5.5
Responsive Negative	0.1	2.0	0.7	1.1	5.4	2.6

APPENDIX C

TEACHER NONVERBAL ILLUSTRATIVE BEHAVIORS*

Categories	Nursery-Kindergarten	Elementary	Secondary
Habitual	Takes seat, pushes chair in, throws paper towel away, opens door	Takes seat	Takes roll
Feeling Expression	Leans toward or bends over, smiles, squats down	Leans toward or bends over, smiles, scratches, plays with object, paces room	Leans on object, smiles, scratches, hands in pocket, hands behind back
Seeking Behavior		Moves from child to child, motions with finger to come, gestures for silence	Moves around room, looks around room, waves, points with pencil
Focusing Behavior	Watches pupil(s), looks at object, watches an activity	Watches pupil(s), listens	Watches pupil(s), looks at object
Pause		Looks at clock	
Task Oriented	Manipulates materials, picks up object, gets or fetches object, puts object away, points out object	Points out object, manipulates materials, writes, gets or fetches object, picks up object	Writes, points out object, approaches desk, manipulates materials

*Behaviors that occur three or more times

Appendix C, continued

Categories	Nursery-Kindergarten	Elementary	Secondary
Withdraw	Leaves pupil(s), leaves activity	Leaves pupil(s)	
Movement Toward People	Approaches activity, approaches pupil	Approaches group, approaches pupil	Approaches pupil
Initiating Positive	Pats or touches pupil, puts arm around pupil, hands object to pupil, helps pupil	Pats or touches pupil, puts arm around pupil	
Initiating Negative		Takes object from pupil	
Responsive Positive	Nods to pupils, follows pupil to object at pupil's request, accepts object	Nods approval, calls on or points to pupil	Nods approval
Responsive Negative	-	-	-
Number of Observations at Each Level	11	28	16

APPENDIX D

PUPIL NONVERBAL ILLUSTRATIVE BEHAVIORS*

Categories	Nursery-Kindergarten	Elementary	Secondary
Habitual	Takes seat, hangs up coat, throws away milk carton	Takes seat, hangs up coat, throws away milk carton	Takes seat
Feeling Expression	Smiles, jumps, runs, leaps, rubs part of body	Smiles, puts head in hands, finger in mouth or sucks thumb, laughs	Rubs part of body, scratches, puts head in hands, plays with object, pushes hair from eyes
Seeking Behavior	Looks around room, points to or holds up for attention	Looks around room, moves around room, tugs on clothes of another	Looks around room, raises hand, turns to another, moves around room
Focusing Behavior	Watches others, looks at object, watches teacher or aide	Watches others, watches teachers, listens, views media	Watches others, watches teachers, looks at object
Pause	Stops play to look around	Stops work to look around	Stops, gazes randomly
Task Oriented	Manipulates materials, approaches object, picks up object	Manipulates materials, gets materials, points out object, reads	Writes, turns pages, reads

*Behaviors that occur three or more times

Appendix D, continued

Categories	Nursery-Kindergarten	Elementary	Secondary
Withdraw	Leaves activity, leaves aide or volunteer	Leaves activity, group, leaves object	
Movement Toward People	Joins another	Approaches another, joins group, approahces teacher	Joins another
Initiating Positive	Hands object to another	Pats or touches another, puts arm around another	
Initiating Negative	Takes object away from another	Takes object away, pushes, hits	
Responsive Positive	Receives object	Shakes head "yes", performs activity, shares materials	Shakes head "yes"
Responsive Negative		Turns away, ignores, laughs at	Puts head down
Number of observations at each level	16	24	16

APPENDIX E

PERCENTAGE OF TOTAL NONVERBAL BEHAVIORS IN EACH CATEGORY EXHIBITED BY TEACHERS AND PUPILS

Total Behaviors Observed in Each Category (Expressed in Percentages)	Teachers			Pupils		
Categories	Nursery-Kindergarten	Elementary	Secondary	Nursery-Kindergarten	Elementary	Secondary
Habitual	39.3	32.9	27.8	34.7	42.7	22.6
Feeling Expression	19.0	44.1	36.8	26.1	42.4	31.4
Seeking Behavior	8.6	18.8	72.5	45.2	28.3	26.4
Focusing Behavior	20.6	41.1	38.1	29.8	26.0	34.2
Pause	6.5	77.4	16.1	18.2	45.8	26.0
Task Oriented	41.9	30.4	27.7	48.5	24.7	26.9
Withdraw	37.7	50.8	11.5	43.2	48.8	7.9
Movement Toward People	45.6	33.8	21.6	38.2	45.6	16.2
Initiating Positive	49.6	44.4	5.9	20.8	65.3	13.9
Initiating Negative	0.0	88.9	11.1	17.6	80.7	1.8
Responsive Positive	36.0	40.3	23.8	13.8	56.5	29.7
Responsive Negative	4.2	75.0	20.8	8.3	74.1	17.5

APPENDIX F

A FRAMEWORK FOR DEVELOPING A NONVERBAL COMPONENT FOR TEACHER EDUCATION PROGRAMS

The following framework was developed for those desiring to include nonverbal behavior in pre-service and/or in-service education programs. It has short-term and long-term possibilities.

I. Background

A. Rationale

1. Education is a human activity and is always involved with people. Consequently, anything learned to facilitate our involvement with people is beneficial. All people have nonverbal behaviors and differences in nonverbal behaviors exist among people. Consequently, knowledge, understandings, and skill in nonverbal behavior will facilitate involvement with people.

2. Teachers can use nonverbal behavior to augment instructional programs and to develop relationships with pupils.

3. Utilitarianism, expedience, and effectiveness can be improved with nonverbal behavior.

B. Research

1. Cite other studies (Flanders, Ammidon, Elkind, etc.)

2. Cite research on Nonverbal Category System and its implications.

3. Cite action research by classroom teachers based on Category System.

C. Definition

Nonverbal behavior is observable behavior which may include facial expression, body movement, posture, and gestures and excludes verbal behavior.

II. Organization and Planning

A. Structure

1. Small groups
2. Voluntary

B. Organization and Planning

1. Initiating agent: University research group
2. Cross-section representation including members from target group

C. Purpose

1. Identify personnel to be involved
2. Identify content to be presented
3. Identify where presentation is to be made (undergraduate classes, faculty meetings, Open Week, seminars, conferences)

III. Implementation

A. Materials

1. Annotated bibliography
2. A packaged kit (Category System, illustrative behaviors, video tapes)

B. Team of Presentors

(will be as representative as planning Committee)

C. Presentation Guidelines

1. Introduction
2. Assessment of group, situational context
3. Observation
4. Practice skills
5. Application in classrooms
6. Videotape (option)
7. Feedback to presenters

IV. Follow-Through

A. Resource person available through the organization and planning committee

B. Systematic retrieval of information gained (additional data for Category System, etc.)

C. Guidelines for further exploration

D. Self-evaluation

V. Program Evaluation in terms of projecting, deleting, adding, rewriting or researching.

(Unedited Outline)